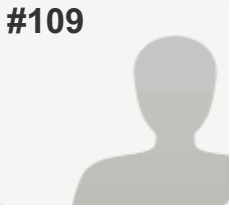


#109

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, April 19, 2016 9:11:17 AM**Last Modified:** Friday, September 02, 2016 8:26:26 AM**Time Spent:** Over a month**IP Address:** 66.43.198.8

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Q1: Name of School District:	Winfield-Mt Union CSD
Q2: Name of Superintendent	Jeff Maeder
Q3: Person Completing this Report	Gabe Wylder

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Q4: 1a.Local TLC Goal

To ensure that teachers are supported.

Q5: 1b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During the 2015-2016 school year, the Winfield-Mount Union Community Schools hired eleven certified teachers. (Three of those teachers were working with an initial license). Of those teachers, ten (91 percent) are still employed with the district. For the upcoming school year, 2016- 2017, the Winfield-Mount Union Community Schools has hired two teachers, one of which is on an initial license. Of the eleven new teachers hired during the 2015-2016 school year that left the Winfield-Mount Union Community School District; only one resigned to spend more time with grandchildren. Of the TL positions, ten of the eleven were retained from the 2015-2016 school year. The one that is no longer a TL leader left for personal reasons.

Observations by TLs; Evidence of collaboration time; Survey; Evidence of celebrations are all items that are listed in our TL plan to report as evidence of meeting our goal. As our district conducted a review of meeting this goal data was gathered to quantify whether this goal had been met. The quantifiable data presented earlier was a far better indication of meeting the goal of attracting and retain effective teachers. The district conducted surveys quarterly, PLCs met on a weekly or biweekly basis which required PLC record keeping forms to be completed, TLs (in the form of our Instructional Coaches) met with new teachers and provided support (in the form of mentors) met with teachers on a weekly basis and conducted informal observations, and celebrations occurred during the year in the form of teacher appreciation days - data celebrations - PBIS celebrations - and other recognition lead by mentors and instructional coaches with new teachers. So as stated above - the goal of attracting and retaining effective teachers by ensuring they are supported was mostly met through the quantifiable data listed above and the anecdotal narrative here.

Q7: 2a.Local TLC Goal*Respondent skipped this question***Q8: 2b. To what extent has this goalbeen met?***Respondent skipped this question*

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Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
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Q10: 3a.Local TLC Goal	<i>Respondent skipped this question</i>
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Q11: 3b. To what extent has this goalbeen met?	<i>Respondent skipped this question</i>
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Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
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Q13: 4a.Local TLC Goal

To improve the district's use of student data through improved coordination efforts based on Iowa Assessments, APR, Universal Screening, and Formative/Summative Assessment Data.

Q14: 4b. To what extent has this goalbeen met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We used multiple assessments to show student growth over the course of the school year. Our Fall FAST Assessments, for our students in kindergarten through 5th grade, showed that 58% were meeting grade level expectations. However, when compared to their Spring FAST Assessments, 70% were meeting grade level expectations. Students showed a gain of 12% points on their Fall to Spring FAST CBM-R or Composite Assessments, due to the weekly progress monitoring and interventions used with students during the school year. Our IGDIs scores showed even greater growth, comparing Fall IGDIs percent proficient of 27% as compared to the Spring IGDIs percent proficient of 74%. Our district's STAR Reading proficiency went from 54% proficient in the Fall testing to 59% proficient in the Spring testing, which was a growth of 5% points for this comprehension measure. Our district's STAR Math proficiency went from 72% proficient in the Fall testing to 75% proficient in the Spring testing, which was a growth of 3% points for this math measure. Finally, on our Iowa Assessment Scores for 2015 (3rd through 5th grade combined scores) our students scored at the 72% proficiency in Reading; 79% proficiency in Math and were 91% proficient in Science. For secondary (6th-8th and 11th grade combined scores) our students scored at the 78% proficiency in Reading; 79% proficiency in Math and were 78% proficient in Science. This student data growth/proficiency shows limited improvement over the course of the year. Teachers did daily interventions and small group skill development, weekly progress monitoring and we had weekly PLC meetings to discuss student's progress toward grade level benchmarks for both reading and math. It will be important for our district to streamline our process even more to enhance our student achievement data.

Accessibility of student data; PD based on student data; and Surveys are all items that are listed in our TL plan to report as evidence of meeting our goal. As our district conducted a review of meeting this goal data was gathered to quantify whether this goal had been met. The above narrative describes the data as it was used with staff during PD sessions on Wednesday early outs and PLC conversations that were held throughout the school year. Accessibility of student data was readily available for our teachers during both PLC meetings and PD sessions that focused on reviewing this data. Furthermore, our data guided PD sessions focusing on interventions that needed to happen in reading at the elementary level - in fact an unforeseen benefit was an increase in staff members leading PD sessions. Surveys that were administered during the year provided staff with an avenue for accessing PD sessions using student data or providing them with more access to student data if they felt disconnected or removed from student data. As stated previously, the quantifiable measures listed in the narrative above better articulate the outcome of this goal as this narrative is more anecdotal in nature.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a.Local TLC Goal

To encourage teacher growth and improve instructional methods, based on district summative and formative assessment data, as well as new research and developments.

Q17: 5b. To what extent has this goal been met?

(no label)

Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

"We conducted a survey, using the Google Forms collecting data on the following: Teacher Leadership has influenced my instructional practices (strongly disagree - strongly agree), I have worked with the following roles to further support the TL mission: partners preparing partners producing productive citizens (all TL roles were listed), The following statements are areas that have improved across the district (all TL roles were listed), and A strength of Teacher Leadership at WMU is: (to illicit narrative responses from district teachers). Based on 1st quarter and 4th quarter responses the following conclusion were made:

Statement:

Teacher Leadership has influenced my instructional practices

1st quarter responses: 1 strongly disagree, 2 disagree, 10 agree, 4 strongly agree - 4th quarter responses: 5 disagree, 16 agree, 13 strongly agree

From 1st to 4th quarter we had a higher percentage of district teachers complete the survey (17 to 34 responses) and the responses went from 82% to 85% of teachers stating instructional practices had been influenced. When looking closer most movement came from the agree to strongly agree category (24% 1st quarter to 38% 4th quarter).

Statement:

I have worked with the following roles to further support the TL mission: partners preparing partners producing productive citizens

1st quarter responses: 41% (7 teachers) had worked with a lead teacher, 77% (13 teachers) had worked with an instructional coach, and 41% (7 teachers) had worked with the technology coach - 4th quarter responses: 59% (20 teachers) had worked with the lead teacher, 71% (24 teachers) had worked with an instructional coach, and 62% (21 teachers) had worked with the technology coach. Across the district we saw more teachers working with instructional coaches either in technology and/or core curriculum.

Statement:

The following statements are areas that have improved across the district

1st quarter responses: Instructional coaching has influenced my practice in the classroom 53% (9 teachers), and Technology awareness is being broadened and is more accessible for students and staff 88% (15 teachers) - 4th quarter responses: Instructional coaching has influenced my practice in the classroom 56% (19 teachers), and Technology awareness is being broadened and is more accessible for students and staff 82% (28 teachers). These percentages have remained consistent and increased the overall number of district teachers stating improvement which is promising.

Statement: A strength of Teacher Leadership at WMU is:

1st quarter responses: These centered on the collaborative effort and meeting teachers to offer support where needed - there were 16 comments from 17 surveys. 4th quarter responses: These centered on collaboration and communication, stated that the TL team was approachable and provided valuable feedback, and lastly that the TL members were very willing to help. Overall, the surveys demonstrate a shift in the mindset district teachers have regarding teacher leadership from of skepticism to one of interest and openness. Seeing this data doesn't overwhelming measure the success or failure of our goal and will be tweaked to adjust to gather better data that will more closely communicate TL impact on instructional growth and summative/formative assessment data."

Observations; Evidence of coaching; Teacher training; Weekly TL meetings; Assessment review; and Lesson plan documentation are all items that are listed in our TL plan to report as evidence of meeting our goal. We were better able to quantify this data through the same survey administered by both our teachers and teacher leaders. This data was quantified in the narrative above and better summarizes our findings as a district.

Q19: 6a. Local TLC Goal

To improve school, parent, and community communication by improving existing methods and creating new opportunities for interaction.

Q20: 6b. To what extent has this goal been met?

(no label)

Somewhat Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

One of the roles that we created in our TL plan was a Family and Community Support Liaison to directly impact this need. Based on our survey data: 1st quarter 35% (6 teachers) had interactions with the FCL and 4th quarter 21% (7 teachers) had interactions with the FCL. In this role the FCL has taken over the Voice of WMU webpage that promotes all extracurriculars at WMU and has partnered with high school and elementary principals to promote parent/teacher conferences and Family nights. Additionally, WMU conducted a needs assessment survey (89 families responded) at the end of the school year and the following are parent responses: Teachers and administrators communicate concerns or strengths with parents frequently through emails, phone calls, and in person - 68% of families agree or strongly agree, Students and parents feel welcome at school - 79% of families agree or strongly agree, Parents are familiar with the Iowa Core and WMU's alignment with the Iowa Core - 43% of families were neutral or didn't know. Based on these responses from families we are making some headway but there is still room to grow in communicating the Iowa Core to families.

Communication tool analysis; Number of opportunities for stakeholder to be involved; Analyze parent involvement and attendance are all items that are listed in our TL plan to report as evidence of meeting our goal. We were better able to quantify this data through the same survey administered by both our teachers and teacher leaders. The FCSL was able to heighten the district presence via social media through the school website as well as making use of Parent/Teacher conferences and Family Game nights to take pictures and increase the district's visibility in the community.

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We are adding an additional instructional coach to better meet the needs of our district teachers. We are considering embedding PLC roles into our TLC plan to better promote collaboration and formal training.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Over the course of the school year we have had our TL team provide formal presentations to the school board regarding the work they are engaged in on a daily basis (this happened monthly). Additionally, we had a testimonial board meeting where two teachers spoke directly about their experiences working with instructional coaches. One teacher responded by saying, "The IC watched me as I was instructing students and drew a map of where I was in relation to my students. I recognized that I spent time moving around certain parts of the classroom. On another occasion we discussed the questions that I was using as part of the class discussion." Another teacher talked about ICs visiting PLC meetings and commenting on their Formative assessment data, "I hadn't thought about my test questions in that manner. It was helpful to pull out the assessment and compare students' answers." Both of these responses help our district know we are headed in the right direction, and we need to continue to sharpen our focus.

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Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.